

# Adult Learner: Physical Skills

## Sample



## Corporate Training Materials

All of our training products are fully customizable and are perfect for one day and half day workshops. You can easily update or insert your own content to make the training more relevant to participants. Our material is completely customizable and is backed up by a 90 day 100% no questions asked money back guarantee!

With our training courseware you are able to:

- Add your name and logo (and remove ours).
- Add your own content to make the training more relevant to your clients (i.e. using examples and case studies from within your organization or city)
- Train unlimited users within your organization.
- No Annual Renewal Fees
- Download training material on your time from our secure servers

### United States

**73 Greentree Drive, Box #68**

**Dover, Delaware 19904**

**Toll-free: 1-877-610-3660**

**Fax: 1-877-610-3661**

[sales@corporatetrainingmaterials.com](mailto:sales@corporatetrainingmaterials.com)

### International

**116 Provost Street, New Glasgow, NS**

**Canada, B2H 2P4**

**Phone: 001-902-695-3660**

**Fax: 001-902-695-3661**

[sales@corporatetrainingmaterials.com](mailto:sales@corporatetrainingmaterials.com)

Any technical issues or questions can be addressed by our support team

[support@corporatetrainingmaterials.com](mailto:support@corporatetrainingmaterials.com)

Our Product Catalog contains our entire library of available and upcoming courses. Please follow this link: <http://corporatetrainingmaterials.com/sample/catalog.pdf>

Review our License Agreement to answer any licensing questions you may have. Please follow this link: [https://corporatetrainingmaterials.com/pages/License\\_Agreement.pdf](https://corporatetrainingmaterials.com/pages/License_Agreement.pdf)

# TABLE OF CONTENTS

---

<b>Preface .....</b>	<b>3</b>
<i>What is Courseware?.....</i>	<i>3</i>
<i>How Do I Customize My Course? .....</i>	<i>3</i>
<i>Materials Required .....</i>	<i>5</i>
<i>Maximizing Your Training Power.....</i>	<i>5</i>
<b>Icebreakers.....</b>	<b>7</b>
<i>Icebreaker: Friends Indeed.....</i>	<i>8</i>
<b>Instructor Guide Sample.....</b>	<b>9</b>
<b>Sample Module: Bloom's Taxonomy.....</b>	<b>10</b>
<i>Bloom's Theory .....</i>	<i>10</i>
<i>History.....</i>	<i>11</i>
<i>New Understanding .....</i>	<i>13</i>
<i>Definition .....</i>	<i>14</i>
<i>Case Study.....</i>	<i>15</i>
<i>Module Two: Review Questions.....</i>	<i>17</i>
<b>Activities .....</b>	<b>20</b>
<b>Quick Reference Sheets.....</b>	<b>22</b>
<b>Certificate of Completion .....</b>	<b>24</b>
<b>PowerPoint Sample.....</b>	<b>1</b>
<b>Full Course Table of Contents .....</b>	<b>6</b>



## **Preface**

### **What is Courseware?**

Welcome to Corporate Training Materials, a completely new training experience!

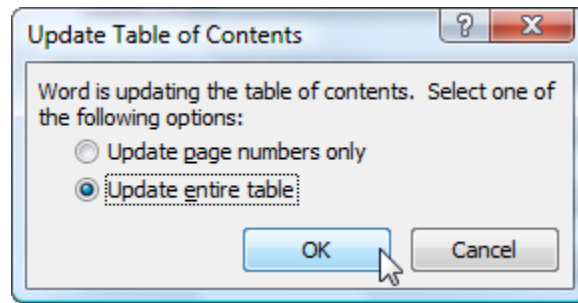
Our courseware packages offer you top-quality training materials that are customizable, user-friendly, educational, and fun. We provide your materials, materials for the student, PowerPoint slides, and a take-home reference sheet for the student. You simply need to prepare and train!

Best of all, our courseware packages are created in Microsoft Office and can be opened using any version of Word and PowerPoint. (Most other word processing and presentation programs support these formats, too.) This means that you can customize the content, add your logo, change the color scheme, and easily print and e-mail training materials.

### **How Do I Customize My Course?**

Customizing your course is easy. To edit text, just click and type as you would with any document. This is particularly convenient if you want to add customized statistics for your region, special examples for your participants' industry, or additional information. You can, of course, also use all of your word processor's other features, including text formatting and editing tools (such as cutting and pasting).

To remove modules, simply select the text and press Delete on your keyboard. Then, navigate to the Table of Contents, right-click, and click Update Field. You may see a dialog box; if so, click "Update entire table" and press OK.

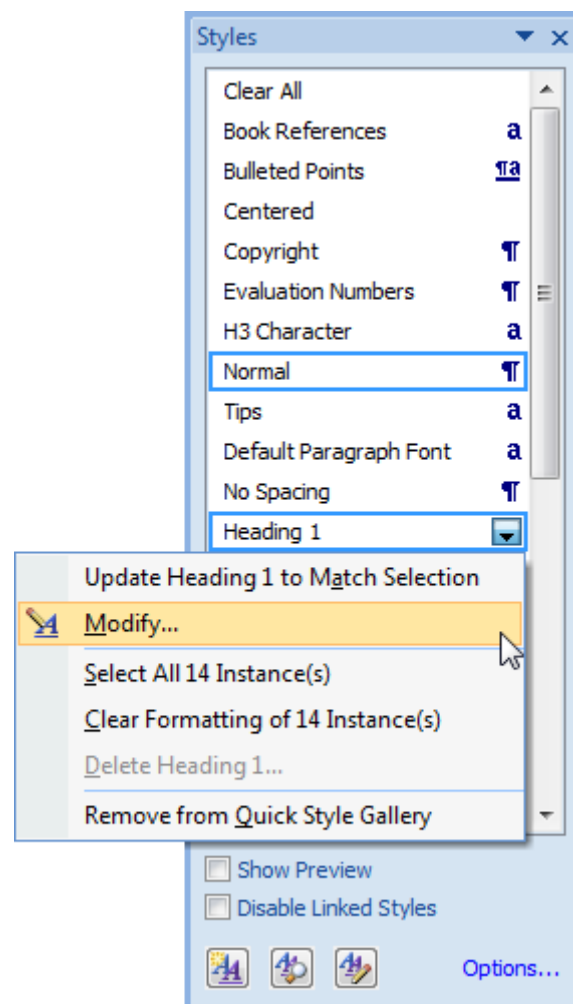


(You will also want to perform this step if you add modules or move them around.)

If you want to change the way text looks, you can format any piece of text any way you want. However, to make it easy, we have used styles so that you can update all the text at once.

If you are using Word 97 to 2003, start by clicking the Format menu followed by Styles and Formatting. In Word 2007 and 2010 under the Home tab, right-click on your chosen style and click Modify. That will then produce the Modify Style options window where you can set your preferred style options.

For example, if we wanted to change our Heading 1 style, used for Module Titles, this is what we would do:



Now, we can change our formatting and it will apply to all the headings in the document.

For more information on making Word work for you, please refer to Word 2007 or 2010 Essentials by Corporate Training Materials.

## Materials Required

All of our courses use flip chart paper and markers extensively. (If you prefer, you can use a whiteboard or chalkboard instead.)

We recommend that each participant have a copy of the Training Manual, and that you review each module before training to ensure you have any special materials required. Worksheets and handouts are included within a separate activities folder and can be reproduced and used where indicated. If you would like to save paper, these worksheets are easily transferrable to a flip chart paper format, instead of having individual worksheets.

We recommend these additional materials for all workshops:

- Laptop with projector, for PowerPoint slides
- Quick Reference Sheets for students to take home
- Timer or watch (separate from your laptop)
- Masking tape
- Blank paper

## Maximizing Your Training Power

We have just one more thing for you before you get started. Our company is built for trainers, by trainers, so we thought we would share some of our tips with you, to help you create an engaging, unforgettable experience for your participants.

- **Make it customized.** By tailoring each course to your participants, you will find that your results will increase a thousand-fold.
  - Use examples, case studies, and stories that are relevant to the group.
  - Identify whether your participants are strangers or whether they work together. Tailor your approach appropriately.
  - Different people learn in different ways, so use different types of activities to balance it all out. (For example, some people learn by reading, while others learn by talking about it, while still others need a hands-on approach. For more information, we suggest Experiential Learning by David Kolb.)

- **Make it fun and interactive.** Most people do not enjoy sitting and listening to someone else talk for hours at a time. Make use of the tips in this book and your own experience to keep your participants engaged. Mix up the activities to include individual work, small group work, large group discussions, and mini-lectures.
- **Make it relevant.** Participants are much more receptive to learning if they understand why they are learning it and how they can apply it in their daily lives. Most importantly, they want to know how it will benefit them and make their lives easier. Take every opportunity to tie what you are teaching back to real life.
- **Keep an open mind.** Many trainers find that they learn something each time they teach a workshop. If you go into a training session with that attitude, you will find that there can be an amazing two-way flow of information between the trainer and trainees. Enjoy it, learn from it, and make the most of it in your workshops.

And now, time for the training!

## **Icebreakers**

Each course is provided with a wide range of interactive Icebreakers. The trainer can utilize an Icebreaker to help facilitate the beginning of the course, as it helps “break the ice” with the participants. If the participants are new to each other, an icebreaker is a great way to introduce everyone to each other. If the participants all know each other it can still help loosen up the room and begin the training session on positive note. Below you will see one of the icebreakers that can be utilized from the Icebreakers folder.

## **Icebreaker: Friends Indeed**

### **Purpose**

Have the participants moving around and help to make introductions to each other.

### **Materials Required**

- Name card for each person
- Markers

### **Preparation**

Have participants fill out their name card. Then, ask participants to stand in a circle, shoulder to shoulder. They should place their name card at their feet. Then they can take a step back. You as the facilitator should take the place in the center of the circle.

### **Activity**

Explain that there is one less place than people in the group, as you are in the middle and will be participating. You will call out a statement that applies to you, and anyone to whom that statement applies must find another place in the circle.

Examples:

- Friends who have cats at home
- Friends who are wearing blue
- Friends who don't like ice cream

The odd person out must stand in the center and make a statement.

The rules:

- You cannot move immediately to your left or right, or back to your place.
- Let's be adults: no kicking, punching, body-checking, etc.

Play a few rounds until everyone has had a chance to move around.



## **Instructor Guide Sample**

On the following pages is a sample module from our Instructor Guide. It provides the instructor with a copy of the material and a Lesson Plans box.

The key benefit for the trainer is the Lesson Plan box. It provides a standardized set of tools to assist the instructor train that particular lesson. The Lesson Plan box gives an estimated time to complete the lesson, any materials that are needed for the lesson, recommended activities, and additional points to assist in delivering the lessons such as Stories to Share and Delivery Tips.

*The brighter you are, the more you have to learn.*

***Don Herold***

## Sample Module: Bloom's Taxonomy



Bloom's Taxonomy has been a basis of educators since its inception. Teachers of both children and adults need to be aware of the theory's history and how it has changed over the years to implement it and its three domains. In this manual, the focus is on the psychomotor domain.

## Bloom's Theory



The focus of Bloom's theory is the learning hierarchy. In this hierarchy, the students will master a level of the hierarchy before moving on to the next. Like walking up a flight of stairs, students eventually take the steps to complete the hierarchy. As they master each level, they discover the ability to implement learning strategies and improve their skills. In this theory, teachers use the taxonomy to guide the students through to the higher levels of thinking and understanding. These three domains work together to create learning objectives, guide activities, and develop effective assessments.

Each domain identified is broken down to levels or categories with specific behaviors, activities, and example words that identify when students have mastered skills from each level of the domain.

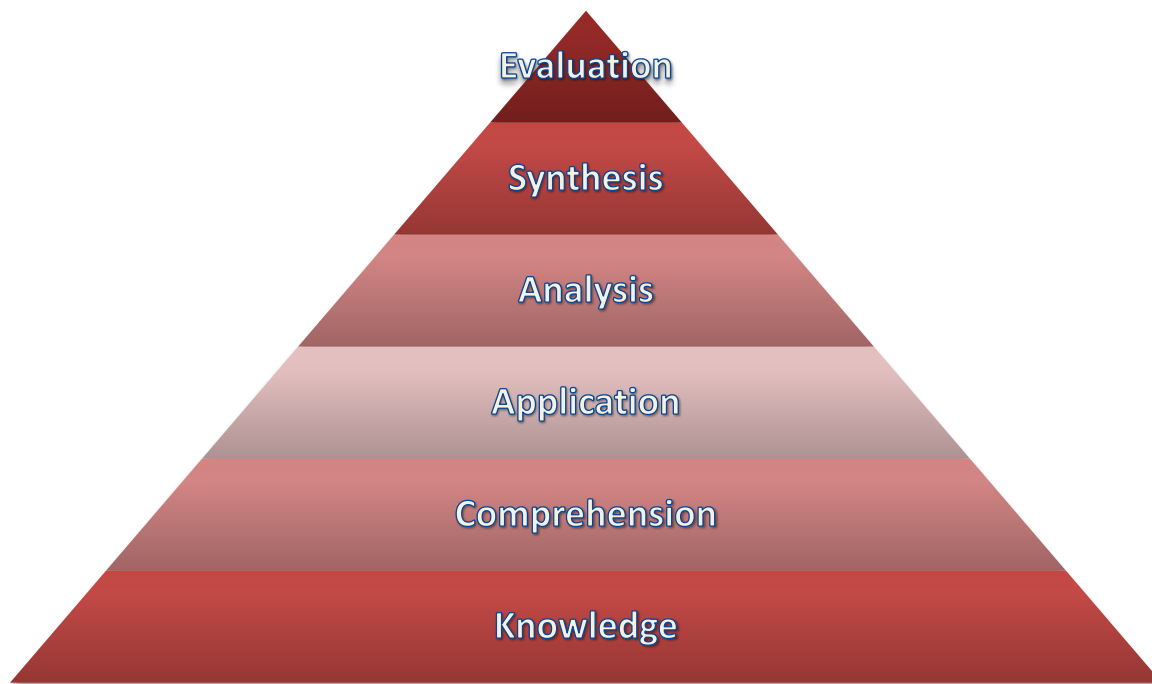
<b>Estimated Time</b>	<b>7 minutes</b>
<b>Topic Objective</b>	Review Bloom's Theory.
<b>Topic Summary</b>	<b>Bloom's Theory</b> Discuss Bloom's Theory.

<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss your familiarity with the Bloom's theory. List what students know on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What is the focus of Bloom's Taxonomy?

## History



Benjamin Bloom was an education psychologist. He and other experts developed Bloom's Taxonomy of the Cognitive Domain in 1956. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance. The three domains that Bloom and his team discovered were cognitive, affective, and psychomotor. The original taxonomy is shown below.



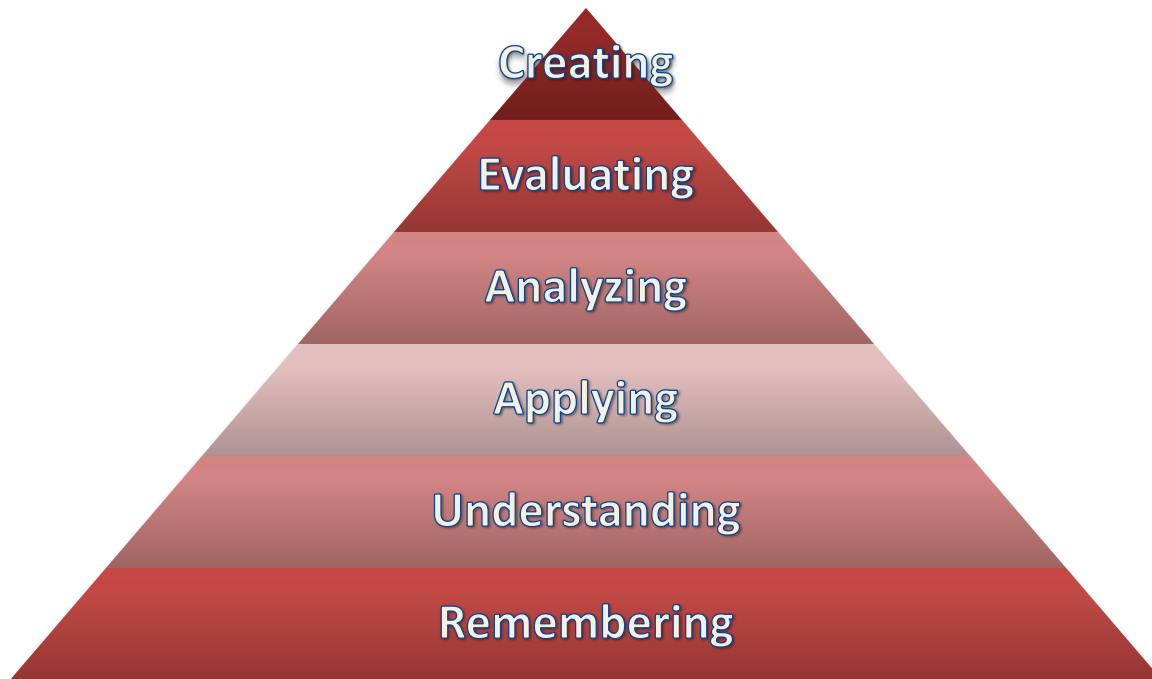
Other domain information would follow, including the Affective Domain in 1973 and the Psychomotor Domain in 1972. The original Cognitive Domain was updated.

<b>Estimated Time</b>	<b>8 minutes</b>
<b>Topic Objective</b>	Consider the history of Bloom's Taxonomy.
<b>Topic Summary</b>	<b>History</b> Discuss Bloom's Taxonomy.
<b>Materials Required</b>	<b>Flipchart/board and marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Share your experienced and understanding of Bloom's Taxonomy. Why are the different domains useful? Write ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What are the stages in the original cognitive domain?

## New Understanding



Lorin Anderson and David Krathwohl revised the original taxonomy of the Cognitive Domain to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and, creativity.

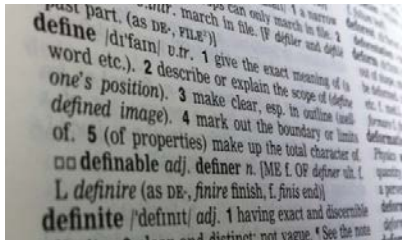


The Cognitive Domain is used in most learning activities and blends with learning in the Psychomotor Domain and the Affective Domain

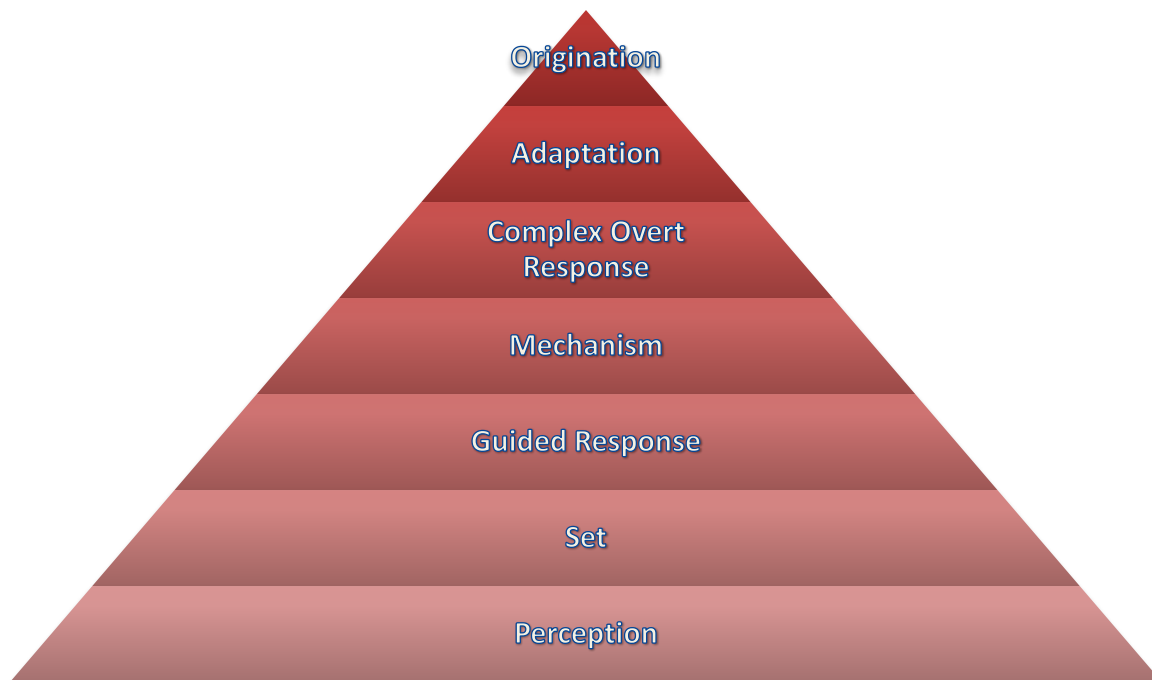
Estimated Time	8 minutes
Topic Objective	Review the new understanding of Bloom's Taxonomy.
Topic Summary	<b>New Understanding</b> Discuss the new understanding of Bloom's Taxonomy.
Materials Required	Flipchart/board and marker
Planning Checklist	None.
Recommended Activity	Discuss changes in the taxonomy. Are they more relevant? How? List

	answers on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	How is the taxonomy set up?

## Definition



The Psychomotor Domain addresses the use and development of motor skills. It is an often-overlooked domain sacrificed in favor of the Cognitive Domain. Simpson developed the first understanding of the psychomotor domain in 1972. The original Psychomotor taxonomy:



Other theories followed which we will address in later modules. In this manual, we use a combination of different taxonomies.

<b>Estimated Time</b>	<b>7 minutes</b>
-----------------------	------------------

<b>Topic Objective</b>	Review the definition of the psychomotor domain.
<b>Topic Summary</b>	<b>Definition</b> Discuss the definition of the psychomotor domain.
<b>Materials Required</b>	<b>Flipchart/board, marker</b>
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss why the psychomotor domain influences learning. Place ideas on the flipchart/board.
<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	How many categories are in the psychomotor domain?

## Case Study



Drew was training the new IT employees how to troubleshoot the new company system. He provided the class with written instructions to follow during his lecture. After the class, Drew knew that he would be inundated with calls asking questions about the material. He complained to his friend, Alexa, about how the class was a waste of time. She asked him if he allowed his participants to do any hands-on learning and explained that adding the psychomotor domain might improve understanding.

<b>Estimated Time</b>	<b>6 minutes</b>
<b>Topic Objective</b>	Outline the <b>Bloom's Taxonomy</b> case study.
<b>Topic Summary</b>	<b>Case Study</b> Discuss the importance of the psychomotor domain.
<b>Materials Required</b>	None
<b>Planning Checklist</b>	None
<b>Recommended Activity</b>	Discuss the outcome of the case study.

<b>Stories to Share</b>	Share any personal, relevant stories.
<b>Delivery Tips</b>	Encourage everyone to participate.
<b>Review Questions</b>	What type of class is this?



## Module Two: Review Questions

1. What is the hierarchy similar to?

- a) Stairs
- b) Nothing
- c) Strategies
- d) Steps

Like walking up a flight of stairs, students eventually take the steps to complete the hierarchy. As they master each level, they discover the ability to implement learning strategies and improve their skills.

2. What is created from the domains of Bloom's Taxonomy?

- a) Learning objectives
- b) Activities
- c) Assessment
- d) All of the above

These three domains work together to create learning objectives, guide activities, and develop effective assessments.

3. In what year was Bloom's Taxonomy developed?

- a) 1973
- b) 1956
- c) 1964
- d) Unknown

Benjamin Bloom was an education psychologist. He and other experts developed Bloom's Taxonomy of the Cognitive Domain in 1956. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance.

4. What is a domain in Bloom's Taxonomy?

- a) Cognitive
- b) Psychomotor
- c) Affective
- d) All of the above

The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance. The three domains that Bloom and his team discovered were cognitive, affective, and psychomotor.

5. What category did the updated model of the Cognitive Domain remove?

- a) Understanding
- b) Knowledge
- c) Analysis
- d) Creativity

Lorin Anderson revised the taxonomy to be more action oriented. The updated version removes knowledge, comprehension, and evaluation and adds remembering, understanding, and creativity.

6. What does the Cognitive Domain blend with?

- a) Affective
- b) Nothing
- c) Psychomotor
- d) A & C

The Cognitive Domain is used in most learning activities and blends with learning in the Psychomotor Domain and the Affective Domain.

7. When was the first Psychomotor taxonomy created?

- a) 1964
- b) 1956
- c) 1973
- d) 1972

The psychomotor domain addresses the use and development of motor skills. It is an often-overlooked domain sacrificed in favor of the Cognitive Domain. Simpson developed the first understanding of the psychomotor domain in 1972.

8. Who is responsible for the original psychomotor domain?

- a) Anderson
- b) Simpson
- c) Krathwohl
- d) Bloom

The psychomotor domain addresses the use and development of motor skills. It is an often-overlooked domain sacrificed in favor of the Cognitive Domain. Simpson developed the first understanding of the psychomotor domain in 1972.

9. How did Drew feel about the class?

- a) It was necessary
- b) It was important
- c) Waste of time
- d) Unknown

After the class, Drew knew that he would be inundated with calls asking questions about the material. He complained to his friend, Alexa, about how the class was a waste of time.

10. What did Alexa suggest?

- a) Take a teaching course
- b) Change his attitude
- c) Nothing
- d) Hands-on learning

He complained to his friend, Alexa, about how the class was a waste of time. She asked him if he allowed his participants to do any hands-on learning and explained that adding the psychomotor domain might improve understanding.

## **Activities**

During the facilitation of a lesson Worksheet or Handout may be utilized to help present the material. If a lesson calls for a Worksheet or Handout it will be listed in the Lesson Plan box under Materials Required. The trainer can then utilize the Activities folder for the corresponding material and then provide it to the participants. They are all on separate Word documents, and are easily edited and customized.

Below you will see the Worksheets or Handouts that are utilized during the training of the above lesson. They are located in the Activities folder and can be easily printed and edited for the participants.

## Sample Worksheet: Observation Actions

Brainstorm a list of actions that indicate students are practicing observation.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## **Quick Reference Sheets**

Below is an example of our Quick Reference Sheets. They are used to provide the participants with a quick way to reference the material after the course has been completed. They can be customized by the trainer to provide the material deemed the most important. They are a way the participants can look back and reference the material at a later date.

They are also very useful as a take-away from the workshop when branded. When a participant leaves with a Quick Reference Sheet it provides a great way to promote future business.

# Adult Learner: Physical Skills

## Bloom's Taxonomy

The focus of Bloom's theory is the learning hierarchy. In this hierarchy, the students will master a level of the hierarchy before moving on to the next. Like walking up a flight of stairs, students eventually take the steps to complete the hierarchy. As they master each level, they discover the ability to implement learning strategies and improve their skills. In this theory, teachers use the taxonomy to guide the students through to the higher levels of thinking and understanding. These three domains work together to create learning objectives, guide activities, and develop effective assessments.

Each domain identified is broken down to levels or categories with specific behaviors, activities, and example words that identify when students have mastered skills from each level of the domain.

## Definition

The psychomotor domain addresses the use and development of motor skills. It is an often-overlooked domain sacrificed in favor of the cognitive domain. Simpson developed the first understanding of the psychomotor domain in 1972.

## Differences and Similarities

All of the theories of the psychomotor domain have their differences. Some focus on physical actions while others are blend communication techniques. They are similar, however, in their instructional process. Each one follows the three main steps, which are:

- Imitation
- Practice
- Habit

The student is shown a task before practicing the skills and making it a routine. While the stages are unique, a similar instruction can be used to implement each one.

## **Certificate of Completion**

Every course comes with a Certificate of Completion where the participants can be recognized for completing the course. It provides a record of their attendance and to be recognized for their participation in the workshop.



# CERTIFICATE OF COMPLETION

**[Name]**

*Has mastered the course*

*Adult Learner: Physical Skills*

Awarded this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_

Presenter Name and Title

\_\_\_\_\_

## **PowerPoint Sample**

Below you will find the PowerPoint sample. The slides are based on and created from the Instructor Guide. PowerPoint slides are a great tool to use during the facilitation of the material; they help to focus on the important points of information presented during the training.

## Module Two: Bloom's Taxonomy

Bloom's Taxonomy has been a basis of educators since its inception. Teachers of both children and adults need to be aware of the theory's history and how it has changed over the years to implement it and its three domains.

*The brighter you are, the more you have to learn.*

*Don Herold*



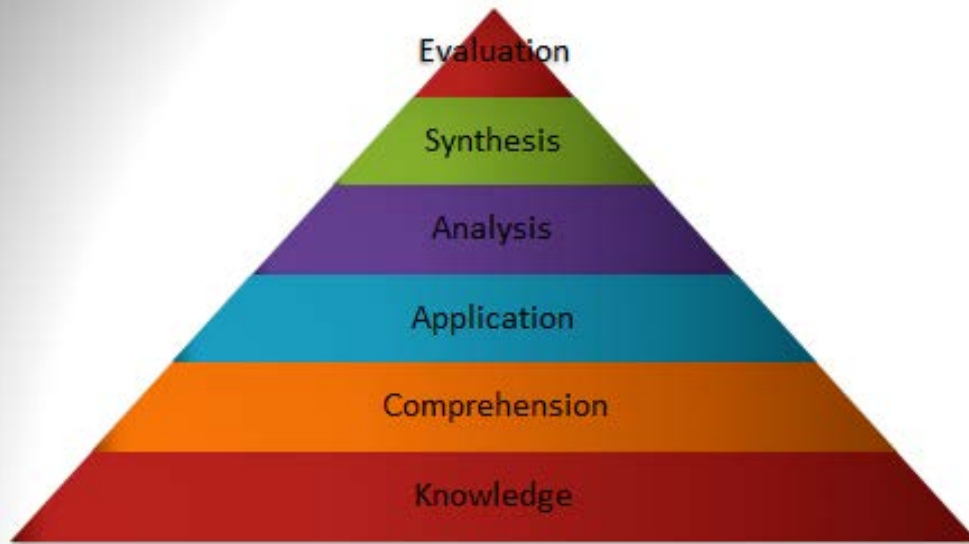
## Bloom's Theory

Behaviors

Activities

Example  
words

## History



## New Understanding



# Definition



# Case Study

Drew was training the new IT employees

He provided the class written instructions

He complained the class was a waste of time

Alexa asked him if he allowed his participants to do any hands-on learning

## Module Two: Review Questions

1. What is the hierarchy similar to?

- a) Stairs.
- b) Nothing.
- c) Strategies.
- d) Steps.

Like walking up a flight of stairs, students eventually take the steps to complete the hierarchy. As they master each level, they discover the ability to implement learning strategies and improve their skills.

2. What is created from the domains of Bloom's Taxonomy?

- a) Learning objectives.
- b) Activities.
- c) Assessments.
- d) All of the above.

These three domains work together to create learning objectives, guide activities, and develop effective assessments.

## Module Two: Review Questions

3. In what year was Bloom's Taxonomy developed?

- a) 1973.
- b) 1956.
- c) 1964.
- d) Unknown.

Benjamin Bloom was an education psychologist. He and other experts developed Bloom's Taxonomy of the Cognitive Domain in 1956. The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance.

4. What is a domain in Bloom's Taxonomy?

- a) Cognitive.
- b) Psychomotor.
- c) Affective.
- d) All of the above.

The purpose of the taxonomy was to establish educational goals for students to perform evaluations of their performance. The three domains that Bloom and his team discovered were cognitive, affective, and psychomotor.

# Full Course Table of Contents

<b>Module One: Getting Started .....</b>	<b>4</b>
<i>Housekeeping Items.....</i>	<i>4</i>
<i>The Parking Lot.....</i>	<i>4</i>
<i>Workshop Objectives .....</i>	<i>4</i>
<i>Action Plan Form.....</i>	<i>5</i>
<i>Evaluation Form.....</i>	<i>6</i>
<b>Module Two: Bloom’s Taxonomy .....</b>	<b>7</b>
<i>Bloom’s Theory .....</i>	<i>7</i>
<i>History.....</i>	<i>7</i>
<i>New Understanding .....</i>	<i>8</i>
<i>Definition .....</i>	<i>8</i>
<i>Case Study.....</i>	<i>9</i>
<i>Module Two: Review Questions.....</i>	<i>10</i>
<b>Module Three: Observation.....</b>	<b>11</b>
<i>Behavior.....</i>	<i>11</i>
<i>Actions .....</i>	<i>11</i>
<i>Examples.....</i>	<i>12</i>
<i>Implementation .....</i>	<i>12</i>
<i>Case Study.....</i>	<i>12</i>
<i>Module Three: Review Questions .....</i>	<i>13</i>
<b>Module Four: Imitation .....</b>	<b>14</b>
<i>Behavior.....</i>	<i>15</i>
<i>Actions .....</i>	<i>15</i>
<i>Examples.....</i>	<i>16</i>
<i>Implementation .....</i>	<i>16</i>
<i>Case Study.....</i>	<i>16</i>
<i>Module Four: Review Questions .....</i>	<i>17</i>

<b>Module Five: Manipulation .....</b>	<b>18</b>
<i>Behavior.....</i>	<i>18</i>
<i>Actions .....</i>	<i>18</i>
<i>Examples.....</i>	<i>19</i>
<i>Implementation .....</i>	<i>19</i>
<i>Case Study.....</i>	<i>20</i>
<i>Module Five: Review Questions .....</i>	<i>21</i>
<b>Module Six: Precision.....</b>	<b>22</b>
<i>Behavior.....</i>	<i>22</i>
<i>Actions .....</i>	<i>23</i>
<i>Examples.....</i>	<i>24</i>
<i>Implementation .....</i>	<i>24</i>
<i>Case Study.....</i>	<i>24</i>
<i>Module Six: Review Questions .....</i>	<i>25</i>
<b>Module Seven: Articulation .....</b>	<b>26</b>
<i>Behavior.....</i>	<i>26</i>
<i>Actions .....</i>	<i>26</i>
<i>Examples.....</i>	<i>27</i>
<i>Implementation .....</i>	<i>27</i>
<i>Case Study.....</i>	<i>28</i>
<i>Module Seven: Review Questions .....</i>	<i>29</i>
<b>Module Eight: Naturalization.....</b>	<b>30</b>
<i>Behavior.....</i>	<i>31</i>
<i>Actions .....</i>	<i>31</i>
<i>Examples.....</i>	<i>32</i>
<i>Implementation .....</i>	<i>33</i>
<i>Case Study.....</i>	<i>33</i>
<i>Module Eight: Review Questions .....</i>	<i>34</i>
<b>Module Nine: Versions of Psychomotor Domain .....</b>	<b>35</b>



<i>Dave</i> .....	35
<i>Harrow</i> .....	35
<i>Simpson</i> .....	36
<i>Differences and Similarities</i> .....	36
<i>Case Study</i> .....	36
<i>Module Nine: Review Questions</i> .....	37
<b>Module Ten: Psychomotor Measurements</b> .....	<b>38</b>
<i>Agility</i> .....	38
<i>Precision</i> .....	38
<i>Endurance</i> .....	39
<i>Speed</i> .....	39
<i>Case Study</i> .....	39
<i>Module Ten: Review Questions</i> .....	40
<b>Module Eleven: Skills to Consider when Planning</b> .....	<b>41</b>
<i>Gross Movement</i> .....	41
<i>Fine Motor Control</i> .....	41
<i>Verbal</i> .....	42
<i>Nonverbal</i> .....	42
<i>Case Study</i> .....	42
<i>Module Eleven: Review Questions</i> .....	43
<b>Module Twelve: Wrapping Up</b> .....	<b>44</b>
<i>Words from the Wise</i> .....	44
<i>Review of Parking Lot</i> .....	45
<i>Lessons Learned</i> .....	45
<i>Completion of Action Plans and Evaluations</i> .....	45